

Course Specification

Published Date:	15-Feb-2024
Produced By:	Louise Wood
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social Sciences and Humanities		
Course Code(s):	IG004P31UV	Part-time	3 Years
Course Title:	MA Interpreting		
Hierarchy of Awards:	Master of Arts Interpreting Postgraduate Diploma Interpreting Postgraduate Certificate Interpreting University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	15/Nov/2017		
Last Review:	2017/8		
Course Specification valid from:	2017/8		
Course Specification valid to:	2023/4		

Academic Staff

Course Leader:	Dr Christopher Stone
Head of Department:	Dr Stephen Gregg

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

The entry requirements for the MA Interpreting would include:-

- A first or second class (2:2 minimum) undergraduate honours degree from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above;
- A reference from a tutor who has supervised the applicant's undergraduate studies and/or employer;
- NVQ level 6/C1 fluency in BSL.
- And/or NVQ level 6/C1 fluency in English.

Students may apply for recognition of prior learning (RPL) subject to the guidelines set out in the RPL Handbook. RPL includes accreditation of prior certificated learning and /or accreditation of prior experiential learning.

Applications are also welcome from individuals who do not possess the above qualifications but who have significant interpreting or translation experience and are able to demonstrate previous non-certificated learning equivalent to the above. In such cases, admission to the programme will be based on an evaluation of the applicant's ability to continue to benefit from and achieve the award. Applicants may be required to attend an interview.

International applicants with an equivalent of a 2:2 or above honours degree in Interpreting of their national sign language and spoken language with either English or BSL at NVQ 6 / C1 fluency and C1 fluency in their native sign language, may be accepted on the course. In such cases, admission to the programme will be based on an evaluation of the applicant's ability to continue to benefit from and achieve the award. Applicants may be required to attend an interview.

Distinctive Features of the Course:

This programme offers flexibility to students in terms of career choice and meets industry demand because there is a wide appeal amongst employers for students who have both the knowledge, skills and performance as SLT/I and the research skills to develop sector knowledge and expertise.

The course is unique in bringing together situated learning alongside allied professionals, and teaching on the course is undertaken by experienced practitioners (interpreters, translators, nurses, solicitors, etc.). The teaching team have published situated learning and is recognised as a European level for the European forum of sign language interpreters as a leader in training.

Educational Aims of the Course:

The course is designed to provide learners with the opportunity to gain knowledge and skills in sign language interpreting or translation (SLT/I) within several domains to enhance employability. The qualification will develop theoretical and practical knowledge, skills and performance in interpreting and will be relevant for interpreters who work as sign language interpreters or translators and have English or British Sign Language as one of their working languages.

The course is intellectually stimulating and upon completion learners will have the skills, knowledge and understanding to apply theoretical frameworks to real world interpreting and translation situations, support co-interpreters/translators and engage in complex SLT/I work in the medical, legal and conference domains.

The course adopts an interdisciplinary approach that will enable learners to develop an understanding of complex and challenging SLT/I environments. Skills development includes professionalising working languages, updating your knowledge of new research and its application to our work and critical reflection on one's own and others' practice.

The dissertation will allow the learners to explore an aspect of SLT/I within a research study, after learning appropriate research design for the field.

The educational aims of the course include enabling learners to:-

- critically evaluate contemporary issues in SLT/I, techniques and skills including;
 - the languages - developing towards C2 (CEFR) competence in one's working languages;
 - the language work - demonstrating higher level, contextually driven, rendering decisions when working from one language to another;
 - the interaction work - understanding the needs of others and developing appropriate empathy towards them.
- develop specialist knowledge in specific areas such as health, mental health, police, solicitors and court systems, etc.
- acquire and develop enhanced SLT/I performance skills.
- analyse, synthesise, and critically appraise SLT/I performance.
- design and undertake research both in the context of the taught elements of the programme and through the completion of an MA dissertation in SLT/I studies.

The course is designed to enhance your SLT/I skills thereby benefitting your future employment prospects.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2022/3	H	Part Time	£3077.00
2023/4	H	Part Time	£3230.00
2024/5	H	Part Time	£3392.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
7IG002	Discourse and Interaction	20	SEM2	Core
7IG004	Interpreting - healthcare settings	20	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
7IG005	Interpreting - legal settings	20	SEM1	Core
7LW019	English Legal System and Legal Skills	0	INJR	Core

January (Part-time)

Module	Title	Credits	Period	Type
7IG003	Critical Reflective Interpreting Practice	20	SEM2	Core
7IG006	Interpreting - Conference settings	20	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
7IG001	Translanguaging and transnational signed communication	20	SEM1	Core

January (Part-time)

Module	Title	Credits	Period	Type
7IG007	Interpreting Studies Dissertation	60	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7IG002	Discourse and Interaction	20	SEM2	Core
7IG001	Translanguaging and transnational signed communication	20	SEM1	Core
7IG004	Interpreting - healthcare settings	20	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
7IG003	Critical Reflective Interpreting Practice	20	SEM2	Core
7IG005	Interpreting - legal settings	20	SEM1	Core
7IG006	Interpreting - Conference settings	20	SEM2	Core
7LW019	English Legal System and Legal Skills	0	INJR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7IG007	Interpreting Studies Dissertation	60	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 3.4.2 - Exemption to extend the maximum period of registration to five years, with a normal three year duration, in part-time mode of study.

APPROVED on 17/5/2018. Effective date: September 2018.

Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including:-

Qualifications Frameworks

[Characteristics Statements](#)

[Credit Frameworks](#)

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

CEFR - [Sign language descriptors](#)

Legacy [National Occupational Standards](#) including:-

- Language ([CFALANG 4.6](#), [CFALANG 4.7](#));
- Intercultural working ([CFAIWS1](#), [CFAIWS2](#), [CFAIWS7](#));
- Translation ([CFAT2](#), [CAFAT3](#), [CAFAT4](#));
- Interpreting ([CFAINT1](#), [CFAINT2](#), [CFAINT3](#), [CFAINT4](#), [CFAINT5](#), [CFAINT6](#), [CFAINT7](#), [CFAINT8](#), [CAFINT9](#))

ISO 13611:2014 [Interpreting – Guidelines for community interpreting](#)

Overview of Assessment:

Learning Outcomes	Modules
MA01 Demonstrate a systematic understanding of knowledge.	7IG001 Translanguaging and transnational signed communication 7IG002 Discourse and Interaction 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings 7IG007 Interpreting Studies Dissertation 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings 7IG001 Translanguaging and transnational signed communication 7IG002 Discourse and Interaction 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings
MA03 Demonstrate the SLT/I techniques and skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility via clear communication of your in-situ decisions 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.	7IG001 Translanguaging and transnational signed communication 7IG002 Discourse and Interaction 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings 7IG007 Interpreting Studies Dissertation 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings 7IG001 Translanguaging and transnational signed communication 7IG002 Discourse and Interaction 7IG003 Critical Reflective Interpreting Practice 7IG004 Interpreting - healthcare settings 7IG005 Interpreting - legal settings 7IG006 Interpreting - Conference settings
MA05 Apply knowledge in an original way.	7IG001 Translanguaging and transnational signed communication 7IG002 Discourse and Interaction 7IG006 Interpreting - Conference settings 7IG007 Interpreting Studies Dissertation 7IG001 Translanguaging and transnational signed communication 7IG002 Discourse and Interaction 7IG006 Interpreting - Conference settings
PGCERT01 Demonstrate a systematic understanding of knowledge.	7IG007 Interpreting Studies Dissertation
PGCERT03 Demonstrate the SLT/I techniques and skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility via clear communication of your in-situ decisions 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.	
PGDIP01 Demonstrate a systematic understanding of knowledge.	

Learning Outcomes	Modules
<p>PGDIP09 Demonstrate the SLT/I techniques and skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility via clear communication of your in-situ decisions 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.</p>	

Teaching, Learning and Assessment:

A variety of interactive learning activities will support the achievement of the course learning outcomes. Learning will involve both classroom engagement and out of classroom activities including the use of blended learning environments, including Canvas for the discussion of materials and the use of ELAN for the sharing of analyses. Flexible and interactive e-learning opportunities will be a feature of learning.

Critical reflection, reflexivity and collaborative learning will be vital components of this course. Students will encounter a number of learning activities during a variety of formal lectures, seminars and tutorials. The course will make use of techniques such as case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary resources and guest speaker inputs.

Students will be expected, and directed, to read from a range of sources. Students will work autonomously as well as interactively within group exercises. Both formative and summative assessment tasks will enhance opportunities for learning.

Where appropriate visiting speakers, external visits and in situ interpreting will add a practical dimension to the learning process. Recognising the rich potential learning from the workplace, opportunities to work with organisations will be maximised.

Students will experience a range of assessment methods to demonstrate achievement of the learning outcomes (both formative and summative). Variety and innovation in assessment across modules is a positive feature of this course. All assessment tasks will be commensurate with study at postgraduate level.

Assessment will provide a learning opportunity for the student, through the task set, and promote improvement in performance in the future through the feedback provided. Assessment will include both individual and group exercises. Emphasis will be placed upon a synthesis and evaluation of academic best practice contextualised within work place realities.

Students will be required to produce critiques of theory and research, case study analyses, personal reflection and development portfolios, skills and performance in situated learning environments. Across the course there will be a use of in class tests, verbal presentations, and written submissions including reports, essays, projects, and plans.

Formative assessment and feedback opportunities will be provided through presentations, role plays, tutorials, coaching and mentoring sessions, as well as feedback on written work.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
 Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
 Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs, etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals, subject databases and Box of Broadcasts ([BoB](#)).

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, Student Union advice, etc.). Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

For [Off-Campus Learners](#) there are specific resources such as [Getting Help](#).

Course Specific Support:

In providing flexible and interactive e-learning opportunities to meet student needs, e-learning components will be designed to form an integral feature of the learning, teaching and support. The University VLE (Canvas) provides a platform for doing this and will be the primary focus of the online supported learning dimension of the module. Supplementary webinars are also available as and when appropriate.

A Personal Tutor is allocated to every student. Personal Tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees (books via ([SAMS](#))). Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal.

Personal Tutors assist students in their personal and academic development, planning and progression as well as offering students advice and guidance to help them liaise with other staff and support facilities in their school and the University, including study skills support.

The Course Leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. The Course Leader also supports and directs students proactively on the Course, both collectively and individually, and responds to inquiries and requests from students regarding the academic programme of study.

Employability in the Curriculum:

The course prepares learners to work as sign language translators/interpreters (SLT/I) within the health, legal and conference domains and is the only course in the country to engage in situated learning alongside allied professions. The profession has been seeking greater levels of specialism for legal and health settings and this course will provide that degree of specialism.

Learners also have the option to progress to higher degree. A master's qualification prepares graduates for PhD study. Increasingly the department is attracting PhD students in the subject area.

